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ABSTRACT

Cuyahoga Community College (Ohio) conducted this statistical study of community-junior colleges' academic policy concerning the elimination of academic dismissal and failing grades. To obtain data, a sample of 100 institutions was selected from the 698 regionally accredited junior colleges. Percentage representation in the sample was based on the number of accredited junior colleges in a state compared with the number of all states. Larger institutions were purposely over-represented (subsequent data analysis indicated no significant relationship between institutional enrollment and its academic policy on this matter). Under these conditions, 100 institutions were randomly selected and mailed a policy and attitude questionnaire. A response rate of 97 per cent was achieved. Analysis of study data indicated that: (1) 17 per cent of the junior colleges in the sample had eliminated academic dismissal and/or failing grades, while 26 per cent were considering it; (2) percentage distribution by region of institutions accepting or considering this policy was: Far West (33 per cent/33 per cent), Southwest (0 per cent/33 per cent), Rocky Mountain (60 per cent/50 per cent), Plains (43 per cent/25 per cent), Great Lakes (8 per cent/40 per cent), Southeast (12 per cent/28 per cent), Mideast (0 per cent/20 per cent), and New England (0 per cent/43 per cent); and (3) extending sample results to accredited junior colleges nationwide indicated that between 33 per cent and 50 per cent have either abolished or are considering abolishment of academic dismissal and/or failing grades as an academic policy. (JO)

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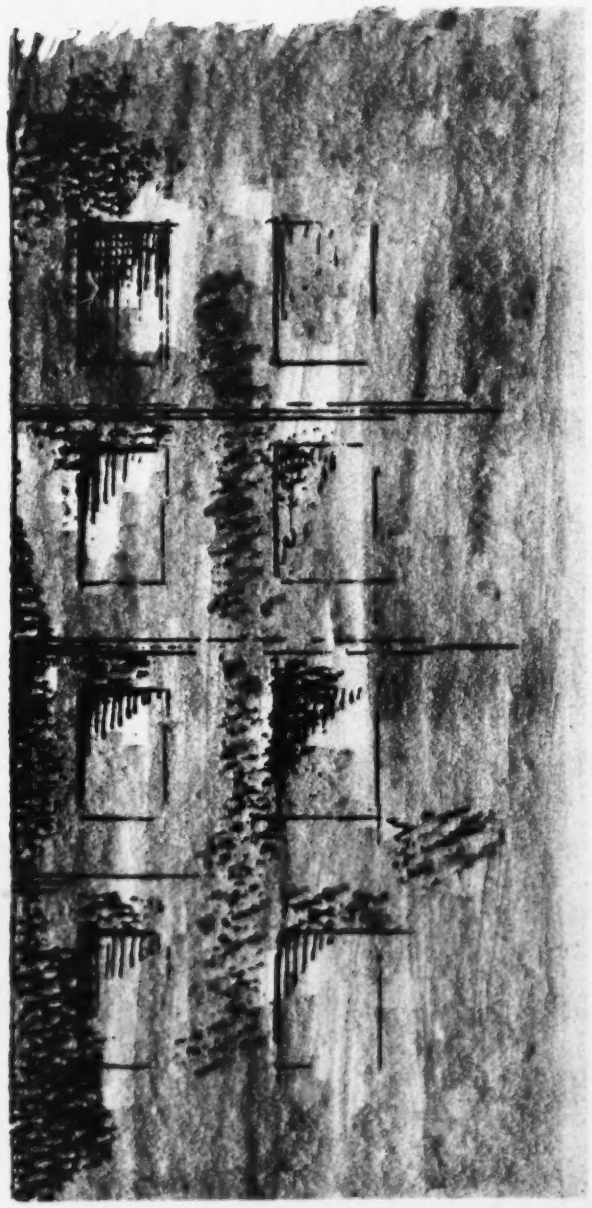

ACADEMIC DISMISSAL IN Junior Colleges

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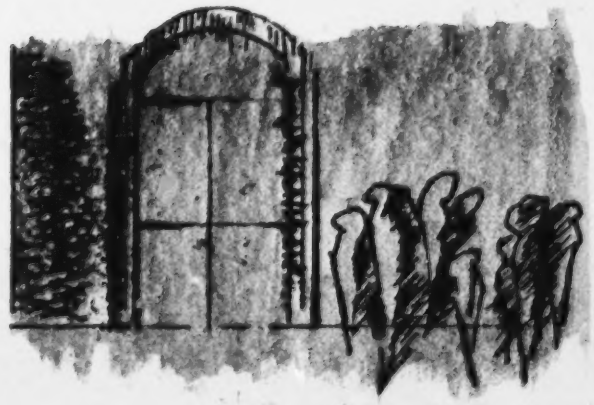

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A STUDY ON THE ABOLISHMENT OF ACADEMIC DISMISSAL AND FAILING GRADES

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Office of Executive Vice President

Cuyahoga Community College

Cleveland, Ohio

September 25, 1970

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INTRODUCTION

Recently, there has been some discussion at Cuyahoga Community College concerning the elimination of academic dismissal and failing grades. Initiated as a result of this concern, this report investigates what other community-junior colleges have done or may soon do about this kind of academic policy. Specifically, we shall focus on (a) the percentage of community-junior colleges nationally who have already accepted this policy, (b) the percentage of those who are <u>considering</u> its adoption, and (c) the general attitude of other community-junior colleges concerning academic dismissal and failing grades.

Data from a statistically-devised sample of junior colleges throughout the country were collected and analyzed by the Office of Institutional Research and Planning at Cuyahoga Community College. Any opinions expressed herein should not be interpreted as our own; they simply mirror the facts obtained from this research project.

I - SAMPLE VALIDITY

The sample N of community-junior colleges used in this project was designed to yield results that would closely parallel the actual N. The criteria used in establishing this homogeneous model were size and geographical distribution. Presently, there are 698 regionally accredited community-junior colleges in the United States.[1] The sample size consists of 100 institutions chosen from this population of 698.

Each of the 50 states was included in the sample if it had at least one regionally accredited community-junior college.[2] The number of colleges in the sample from each state was determined by the percentage of regionally accredited community-junior colleges in that state in ratio to the other states. For example there are 28 regionally accredited community-junior colleges in the state of Florida.[3] This represents four percent of all regionally accredited community-junior colleges in the nation. Thus, four of the 100 institutions in the sample were selected from Florida. Each state was represented in this manner if it had at least one regionally accredited community-junior college. Table I illustrates the percentage of institutions from each geographic region represented in the sample.

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[1] Harper, William A., 1970 Junior College Directory, American Association of Junior Colleges, Washington, D.C., 1970.

[2] Nevada is the only state omitted since it has no regionally accredited community-junior colleges.

[3] Harper, William A., op. cit.

TABLE I

GEOGRAPHIC DISTRIBUTION
(N=100)

Region	States Included	Percentage Representation
New England	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont	8%
Mideast	Delaware, Maryland, New Jersey, New York, Pennsylvania	16%
Great Lakes	Illinois, Indiana, Michigan, Ohio, Wisconsin	12%
Plains	Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota	8%
Southeast	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia	25%
Southwest	Arizona, New Mexico, Oklahoma, Texas	9%
Rocky Mountain	Colorado, Idaho, Montana, Utah, Wyoming	5%
Far West	Alaska, California, Hawaii, Nevada, Oregon, Washington	17%
Total		100%

The composition of the sample according to size distribution was approached in a similar manner, although emphasis was placed on the larger community junior colleges since Cuyahoga Community College is one of the larger institutions. Fifty percent of the nation's community junior colleges have an enrollment of less than 1,000.[4] Twelve percent of our sample consists of institutions with an enrollment of less than 1,000. Twenty percent of our sample consists of community-junior colleges

[4]Harper, William A., op. cit.

with an enrollment size of over 8,000, while only five percent of the nation's community-junior colleges have this size of enrollment. The sample is skewed toward the larger institutions since the objective of this research project is to determine facts and attitudes concerning academic dismissal and failing grades for community-junior colleges across the nation——but with major emphasis on the larger institutions.

TABLE II

ENROLLMENT DISTRIBUTION

Enrollment	Sample Percent	Actual National Distribution Percent
Under 1,000	12%	50%
1,000 - 3,000	36%	29%
3,001 - 5,000	21%	10%
5,001 - 8,000	11%	5%
8,001 - 12,000	10%	3%
Over 12,000	10%	2%
Total	100%	100%

After the geographical and size criteria were met, community-junior colleges were chosen at random with no prior knowledge of academic policies at the institutions selected. A first mailing was sent to the 100 colleges in the sample resulting in a 65 percent return. A follow-up mailing was conducted which increased the response to 97 percent. Despite the fact that enrollment size was weighted slightly toward the nation's

larger community-junior colleges, it is felt that sample N represents a sufficient number of smaller institutions in view of the findings, reported on page 10 below, that no relationship was found between institutional size and institutional policy toward academic dismissal and/or "F" grades. Therefore it is felt that sample N is very similar to the actual N. Table III identifies each of the 100 colleges chosen at random to comprise the sample.

TABLE III

SAMPLE N

College	State	Fall 1969 Enrollment
Jefferson State Junior College	Alabama	4,084
Anchorage Community College	Alaska	2,926
Maricopa County Junior College	Arizona	10,134
Southern Baptist College	Arkansas	920
El Camino College	California	17,085
Lassen College	"	1,131
Long Beach City College	"	25,888
Los Angeles Harbor College	"	7,852
Menlo College	"	546
Rio Hondo College	"	8,629
Pasadena City College	"	13,961
Mt. San Jacinto College	"	1,347
Cypress College	"	4,983
Santa Barbara City College	"	5,000
Community College of Denver	Colorado	3,580
Quinnipiac College*	Connecticut	1,023
Brandywine College	Delaware	1,302
Miami-Dade Junior College	Florida	29,375
Pensacola Junior College	"	10,391
Daytona Beach Junior College	"	4,100
Sante Fe Junior College	"	2,695
Albany Junior College	Georgia	1,213
Gainesville Junior College	"	868
DeKalb College	"	4,436
Honolulu Community College	Hawaii	1,751
North Idaho Junior College	Idaho	1,074
City Colleges of Chicago	Illinois	35,462
Parkland College	"	2,810
Danville Junior College	"	2,420
Illinois Central College	"	5,351
Vincennes University	Indiana	3,202
Grand View College	Iowa	1,568
Kansas City Community Junior College	Kansas	1,541
Richmond Community College	Kentucky	1,360
Ashland Community College	"	1,014
Paducah Community College	"	1,042

SAMPLE N (Continued)

College	State	Fall 1969 Enrollment
Louisiana State University - two-year campus - Shreveport Branch	Louisiana	1,435
Westbrook Junior College	Maine	497
Community College of Baltimore	Maryland	5,634
Montgomery College	"	7,319
Holyoke Community College	Massachusetts	3,184
Bristol Community College	"	1,450
Worcester Junior College	"	2,552
Macomb County Community College	Michigan	15,102
Flint Community College	"	8,158
Henry Ford Community College	"	11,982
Rochester State Junior College	Minnesota	2,140
Hinds Junior College	Mississippi	3,483
Meridian Junior College	"	1,404
Metropolitan Junior College District of Kansas City	Missouri	6,768
St. Louis Junior College District	"	15,389
Flathead Valley Community College	Montana	1,327
York College	Nebraska	337
Colby Junior College for Women	New Hampshire	594
Middlesex County College	New Jersey	5,279
Brookdale Community College	"	2,339
New Mexico Junior College	New Mexico	1,057
Bronx Community College*	New York	8,421
Nassau Community College	"	15,009
Westchester Community College	"	5,000
Queensborough Community College	"	9,696
Adirondack Community College	"	1,335
Monroe Community College	"	7,610
Wingate College	North Carolina	1,607
Southeastern Community College	"	1,027
Davidson County Community College	"	947
Bismarck Junior College	North Dakota	1,398
Sinclair Community College	Ohio	3,156
Lorain County Community College	"	2,891
Lakeland Community College	"	3,688
Northern Oklahoma College	Oklahoma	1,338
Portland Community College	Oregon	14,440
Lane Community College	"	9,602
Community College of Allegheny County	Pennsylvania	9,882
Harrisburg Area Community College	"	3,237
Community College of Philadelphia	"	5,141
Robert Morris College	"	4,001
Butler County Community College	"	1,407
Rhode Island Junior College	Rhode Island	3,338

SAMPLE N (Continued)

College	State	Fall 1969 Enrollment
Spartanburg Junior College	South Carolina	808
Anderson College	"	914
Presentation College *	South Dakota	272
Cleveland State Community College	Tennessee	1,595
Columbia State Community College	"	1,451
Dallas County Junior College District	Texas	7,566
San Antonio Junior College District	"	15,447
Tarrant County Junior College District	"	9,167
Tyler Junior College	"	3,807
Cooke County Junior College	"	1,343
Amarillo College	"	3,450
Dixie College	Utah	1,235
Champlain College	Vermont	605
Northern Virginia Community College	Virginia	7,629
Virginia Western Community College	"	2,142
Tacoma Community College	Washington	6,112
Yakima Valley College	"	3,450
Spokane Community College	"	4,846
Waukesha County Technical Institute	Wisconsin	4,781
Hancock County Branch of West Liberty State College	West Virginia	383
Casper College	Wyoming	2,899

*Indicates colleges that did not respond to this research project survey.

II - FINDINGS

The major findings of the 1970 study of academic dismissal and failing grades are described in this section.

Elimination of Academic Dismissal and/or "F" Grades

Academic dismissal and/or "F" grades have been eliminated at 17 percent of the community-junior college campuses included in our sample. Can we accurately predict then that 17 percent of all community-junior colleges in the nation have eliminated academic dismissal and/or failing grades? To determine the accuracy of projecting sample results to the actual population of regionally accredited community-junior colleges we employed an often used formula ($\sigma_p = \sqrt{\frac{P \cdot Q}{N}}$) which yields a confidence interval.[5] An alpha level of .05 was used which indicates a 95 percent confidence index. We can accurately say that we are 95 percent confident that between 10 percent and 24 percent of all regionally accredited community-junior colleges in the nation have eliminated academic dismissal and/or "F" grades.

Adoption of this academic policy appears to be more widespread in the Western part of the United States than in the East as the map on Table IV illustrates. It is interesting to note that no community-junior colleges from the Mideast or the New England states, nor from the Southwest, reported adoption of this kind of academic policy. Sixty percent of all the responding institutions from the Rocky Mountain states indicated

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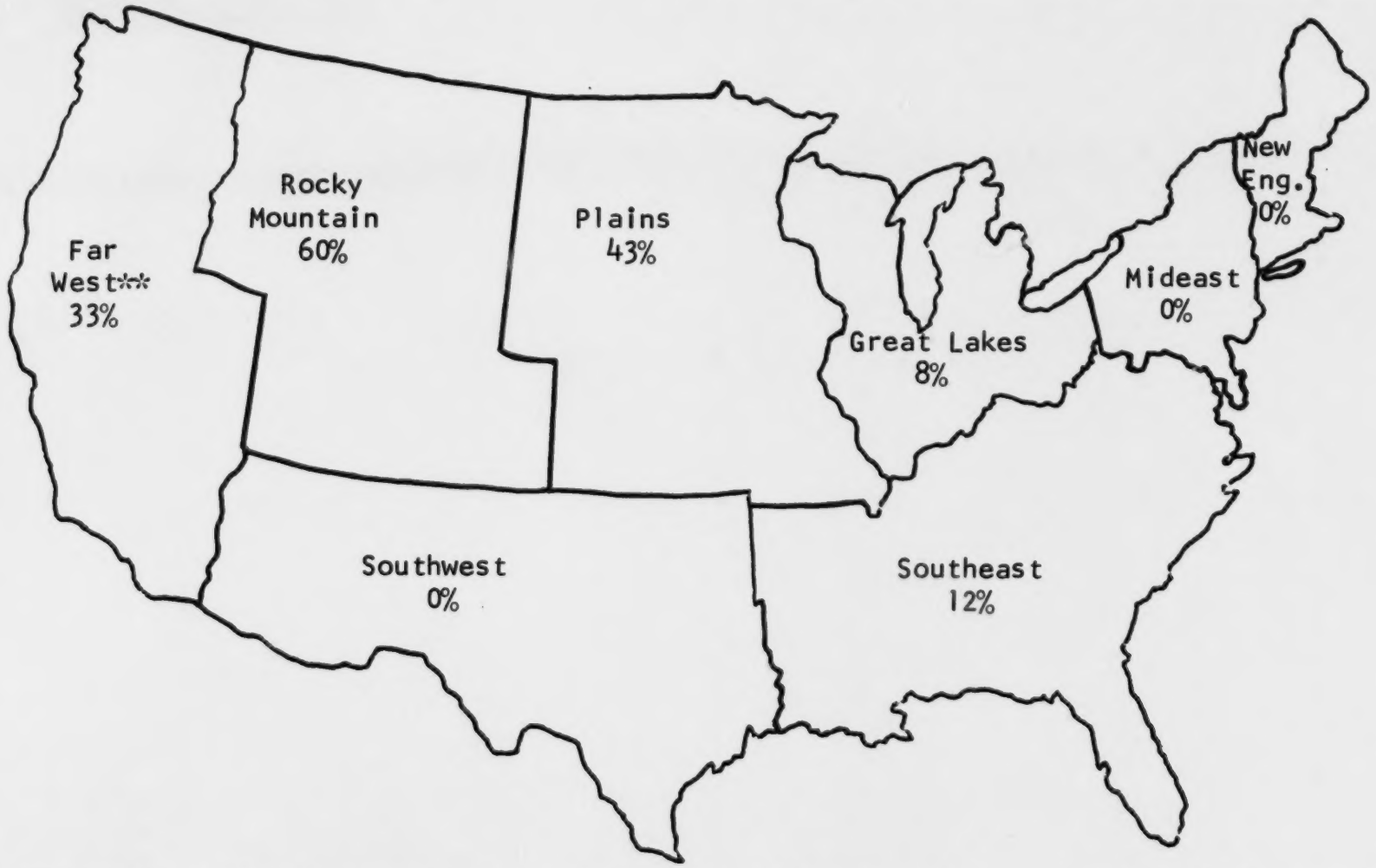
[5]See Appendix for determination of 95 percent confidence interval.

TABLE IV

ABOLISHMENT OF ACADEMIC DISMISSAL
AND/OR "F" GRADES BY GEOGRAPHIC REGIONS
(n=97)*



*Percentages indicate percent of institutions within that region that have eliminated academic dismissal and/or "F" grades.

**Includes Alaska and Hawaii

that they have eliminated academic dismissal and/or "F" grades. Other areas showing notable percentages of acceptance were the Plains (43 percent) and the Far West (33 percent).

As mentioned in Chapter 1, our sample of community-junior colleges was divided into several size classifications. Table V shows that no institutions with a total enrollment under 1,000 or one between 8,001 and 12,000 responded that they had eliminated either academic dismissal or "F" grades or both. It is interesting to note that 30 percent of all the institutions with an enrollment greater than 12,000 have adopted an academic policy which eliminated academic dismissal or "F" grades or both. Twenty-four percent of all responding institutions with an enrollment between 1,001 and 3,000 reported that they had adopted this type of academic policy. There does not appear to be any significant relationship between the size of the institution and its policy toward abolishing academic dismissal and/or "F" grades.

TABLE V

ABOLISHMENT OF ACADEMIC DISMISSAL
AND/OR "F" GRADES BY SIZE
(n=97)

Size	Percent Abolished	Percent Not Abolished	Total
Under 1,000	0%	100%	100%
1,000 - 3,000	24%	76%	100%
3,001 - 5,000	10%	90%	100%
5,001 - 8,000	18%	82%	100%
8,001 - 12,000	0%	100%	100%
Over 12,000	30%	70%	100%
All Institutions	17%	83%	100%

Consideration Toward Adopting New Academic Policy

Although only 17 percent of the 97 responding colleges in our sample reported that they have abolished academic dismissal and/or "F" grades, many other colleges from our sample are considering the adoption of such a policy. Thirty-one percent of the 81 institutions reporting that they had not adopted this policy indicated that they are nonetheless considering it.

It is interesting to note that while no community-junior colleges from the New England, Mideast, or Southwest geographical sections responded that they had eliminated (academic dismissal and/or "F" grades), many colleges in these areas are apparently considering the idea. Forty-three percent of the colleges in the New England states——as well as 20 percent from the Mideast and 33 percent from the Southwest——reported that they are considering the elimination of academic dismissal and/or "F" grades. The geographical sections where the largest percentage of colleges are considering this academic policy are the Rocky Mountain states (50 percent), New England states (43 percent), and the Great Lakes region (40 percent).

TABLE VI

INSTITUTION HAS NOT ELIMINATED ACADEMIC DISMISSAL AND/OR "F" GRADES BUT IS CONSIDERING THE PROPOSAL (n=81)

Region	Percent Considering	Percent Not Considering	Total
New England	43%	57%	100%
Mideast	20%	80%	100%
Great Lakes	40%	60%	100%
Plains	25%	75%	100%
Southeast	28%	72%	100%
Southwest	33%	67%	100%
Rocky Mountain	50%	50%	100%
Far West	33%	67%	100%
All Institutions	31%	69%	100%

Table VII shows the percentage of all sample institutions that have not eliminated academic dismissal and/or "F" grades, by enrollment size category, who are considering the adoption of this type of academic policy. Apparently size did not affect whether or not an institution placed the policy under consideration. Twenty-seven percent of the smallest institutions (under 1,000 enrollment) that had not adopted this policy reported consideration of the idea, while 17 percent of all institutions over 12,000 that had not adopted the policy are considering it.

TABLE VII

INSTITUTION HAS NOT ELIMINATED ACADEMIC
DISMISSAL AND/OR "F" GRADES BUT IS CONSIDERING THE PROPOSAL
(n=81)

Size	Percent Considering	Percent Not Considering	Total
Under 1,000	27%	73%	100%
1,001 - 3,000	33%	67%	100%
3,001 - 5,000	37%	63%	100%
5,001 - 8,000	33%	67%	100%
8,001 - 12,000	25%	75%	100%
Over 12,000	17%	83%	100%
All Institutions	31%	69%	100%

Adoption and Consideration of a New Academic Policy: A Regional View

Our data have clearly shown that academic dismissal and failing grades have been a subject of attention across the country at the community-junior college level. Forty-three percent of all the community-junior colleges in our sample have either (1) eliminated academic dismissal and/or "F" grades, or (2) are considering future implementation of the policy. The map on Table VIII reflects the geographical distribution of these results. Through computations we can accurately say that we are 95 percent confident that between 33 percent and 53 percent of all regionally accredited community-junior colleges nationally have either (1) abolished academic dismissal and/or failing grades, or (2) are considering this option.[6]

[6]See Appendix, Table II, for computations.

It appears that most innovators (in regards to the policy of academic dismissal and/or failing grades) are the community-junior colleges in the West where 80 per cent of the sample institutions in the Rocky Mountain states, 57 per cent in the Plains, and 47 per cent in the Far West reported either adoption or consideration of this kind of academic policy. On the other hand community-junior colleges in the Mideast, Southwest, and Southeast appear to be oriented more toward the traditional policy. Forty-three per cent of the community-junior colleges in the New England states and 42 per cent in the Great Lakes region reported either adoption or consideration of eliminating academic dismissal and/or failing grades.

But after obtaining these data we asked ourselves a basic question. Is there really a significant difference between the pattern of responses of the Western colleges compared to that of the Eastern colleges? Through testing by the Chi square analysis we can say that we are 94 per cent confident that we are correct in assuming a significant difference between the responses from Western junior colleges and Eastern junior colleges toward academic dismissal and "F" grades.[7] The Chi square statistic (X^2) is used to test the hypothesis of no significant difference. To be more specific we tested the null hypothesis, which said of the 97 colleges in the sample, that it was merely chance that more institutions in the West than the East have adopted this new type of academic policy or are considering it. The null hypothesis represents no significant difference.

A test of significance was made with the alpha level (probability of error) set at .05. When a statement is made that there was a significant difference between the two regions in relation to their responses, it means that differences as great as those observed in the data could

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[7]See Appendix, Table III, for Chi square (X^2) analysis.

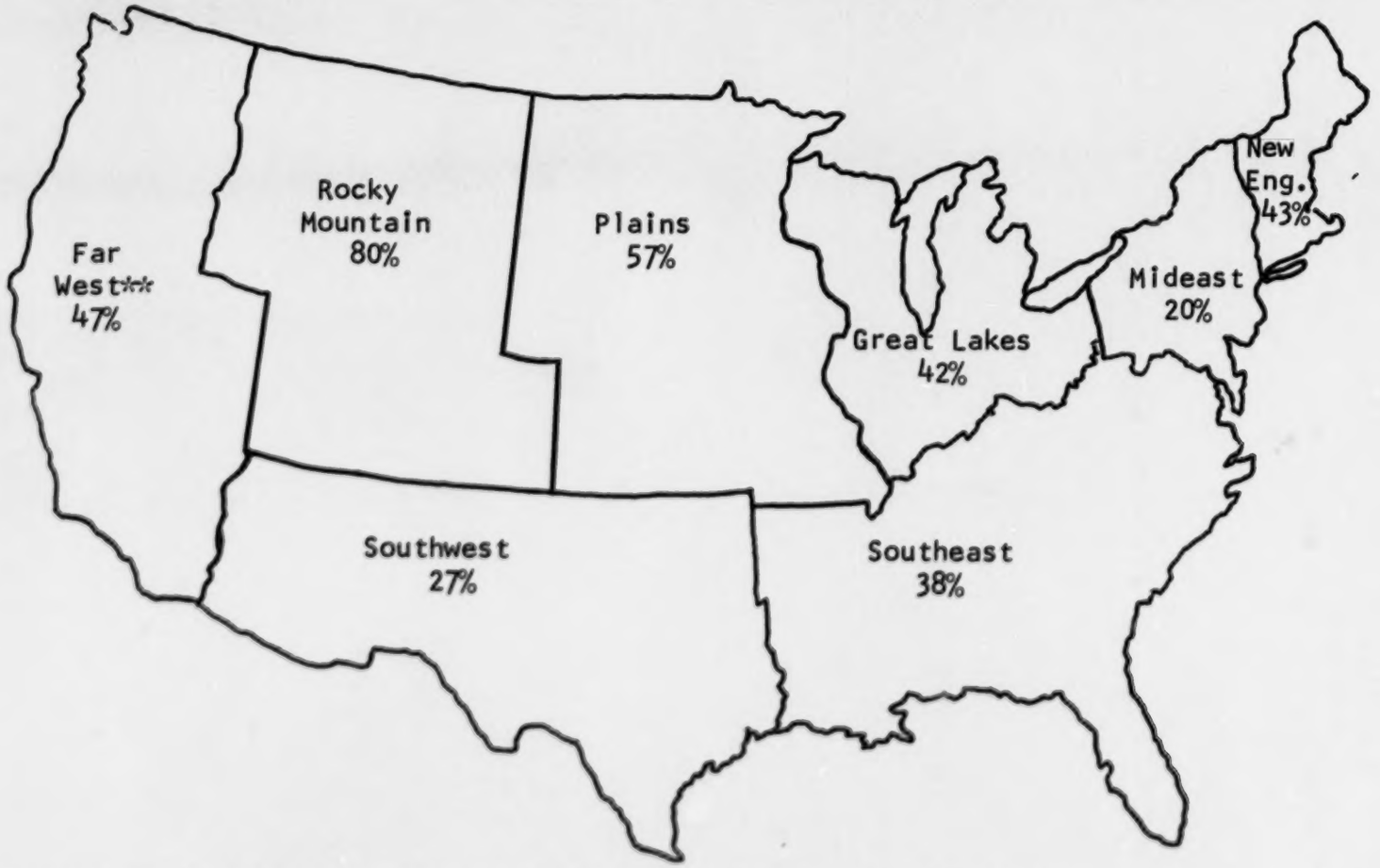
normally be expected to occur only five times in 100 (alpha level of .05). When differences are this great they are "statistically significant."

When the value of Chi square (X^2) exceeds 3.84 the null hypothesis is rejected and we can conclude that the differences observed are real (significant) at an alpha level of .05. Thus, we are saying that at least 95 times out of 100 it is correct to assume a real difference among the sample population in regard to their responses.

In this analysis the value of Chi square (X^2) was 3.62 which is significant at the alpha level of .06. We can thus say that 94 times out of 100 it is correct to assume a significant difference between these two regions' responses concerning academic policy.

TABLE VIII

ABOLISHMENT OF ACADEMIC DISMISSAL AND/OR "F" GRADES
OR CONSIDERATION OF IT BY GEOGRAPHIC REGIONS
(n=97)*



*Percentage indicates percent of institutions in that region that have either abolished "F" grades and/or academic dismissals or are considering it.
**Includes Alaska and Hawaii

General Comments

In our national study of community-junior college attitudes toward academic dismissals and failing grades, each institution was asked to make general comments, either personal or institutional, regarding this type of academic policy. Some of the comments received are listed below:

Comments in Favor of the Abolishment of Academic Dismissal and/or "F" Grades

"We would be in favor of abolishing the 'F' grade in the vocational subject matter, i.e. Auto Mechanics. We would not favor the policy in the liberal arts college transfer subject matter until such time as the state's High School College Committee goes on record supporting such a policy." - Spokane Falls Community College

"Approve the philosophy." - Penn Valley Community College

"We have considered it as a possibility but have taken no action." - York College

"The student personnel staff and a large number of faculty are in favor of this change." - Montgomery College

"Institutional reaction is positive regarding eliminating the failing grade." - Lane Community College

"It is consistent with our philosophy. We very well may not pass an academic dismissal regulation." - Brookdale Community College

"In our opinion, the practice of abolishing 'F' and 'D' grades is necessary. Our students (on the basis of information available) are doing at least as well as other students in Upper Division Schools. Students in two-year and less programs seem to profit even more." - Santa Fe Junior College

"By advocating that instructors provide very specific objectives to their students we hope to indicate the number of objectives reached by the students for a given semester. If the number is below the minimum required for credit, the student will not be given an 'F' or 'D', but will receive a notice of the number of objectives yet to be reached for a 'C', a 'B' or an 'A'. He need not repeat courses, but merely achieve the additional specified objectives which he previously did not reach. We are attempting to discern causes of failure. For example, is the student attempting a level of work for which he has had adequate preparation, or

is the instructor or the instructional process a more significant factor? Someday, I hope, whether a student wishes to continue his education objectives or not will be a 'student decision'; not an administrative one. The forces of tradition, however, still hang heavily over our efforts to 'liberalize' our policies. An increasing number of our faculty are, however, becoming more 'liberal' and more realistic. I personally feel a great moral obligation to exhaust every effort to help students toward their goal. Dismissal to return to the streets and a lifetime of failure is an admission, in my opinion, that we somehow have failed." - Vincennes University

"Our faculty has mixed feelings. More seem to favor than disfavor the idea but it calls for a drastic revision of grading philosophy and many faculty will not make that change quickly." - Northern Oklahoma College

"I think we ought to eliminate the 'F' grade. I think that the faculty is equally divided at the present time." - Tacoma Community College

"Lack of an academic dismissal policy does not appear to be causing any problems. When the student obtains a grade of 'F' it is not recorded by the Registrar's Office and no indication of the student ever having attended the course is recorded. It would appear this is going to create some problems. Grades of "d" are not recorded unless the student desires it." - Denver Community College

"I am in favor of a grading system that awards accomplishment rather than penalizing effort. 1. Credit with excellence. 2. Credit. 3. Attendance without credit, and 4. Withdrawal. Curricula should handle all levels of interests and needs stressing successful attainment and rewarding accomplishments." - Miami-Dade Junior College

"I think this is a step in the direction of the real meaning of education for all." - Allegheny Campus Community College

Comments Against the Abolishment of Academic Dismissal and/or "F" Grades

"A proposal to abolish 'F' grades was voted down last year." - Albany Junior College

"The Faculty feels that it is more realistic and real-life-like to have to meet standards and to face the possibility of failure." - Champlain College

"An 'F' symbolizes a student's inability to function at a stated level at a given time. What one does with this symbol is a different problem. We believe that an enforced level of absence (or academic dismissal) can be helpful for the development of the student." - Community College of Philadelphia

"I would not recommend the abolishment of 'F' grades and academic dismissals." - Amarillo College

"At the present time it is the philosophy of the College to evaluate performance in all courses. To set up a world where no failures exist appears to be arbitrary and artificial." - Robert Morris College

"We cannot agree to such policies." - San Antonio College

"Doesen't seem to have any legitimacy." - Nassau Community College

"State law sets up criteria for probation and academic dismissal. We have, however, eliminated 'F' grades for late drops, unofficial withdrawals, etc. A student should be permitted to earn an 'F' if he desires to show his efforts." - Pasadena City College

"Seems difficult to have any academic standard. If everybody must pass, then everybody must graduate." - Queensborough Community College

"Not ready for this step yet. We have nothing to replace grades that is better. This is not to say that there is not something better. The only notice of academic probation is a stamp to their effect placed on the student's registration packet which he picks up at the beginning of each term. Clearance by advisor is then needed. However, a student may compute from his report card his GPA and is usually aware of his academic status." - Dixie Junior College

"In both instances, these past policies are a poor substitute for good counseling. Without the punitive effect of both, students can be guided into a proper program for them without penalty." - Flathead Valley Community College

"The elimination of failing grades requires a very sophisticated faculty and very well developed instructional objectives. When teachers have achieved the degree of professional maturity and administrators the degree of professional security required by elimination of failing grades, then this would be a desirable step." - Meridian Junior College

"We have no plans to abolish failing grades or academic dismissal. We make every effort to guide and counsel students into appropriate programs and to assist them in every way possible, including a rather extensive compensatory program. However, we doubt the wisdom of abolishing failing grades and academic dismissals." - Columbia State Community College

"It is felt that the abolishment of 'F' grades does not present a true picture of the student's academic ability. It also presents a very false picture to a prospective employer or other college or university." - New Mexico Junior College

"What substitutes for 'F' or indicates that the student has not met the minimum requirements for the course?" - Adirondack Community College

"The questions of abolishing 'F' grades and academic dismissals were carefully considered. It is noted that the majority of staff, faculty and student body members were opposed. We concluded that the student has a 'right' to the possibility of failure." - Parkland College

"We feel that any policy which eliminates an 'F' grade tends to equalize the record of students who are by no means equal, and we are, therefore, opposed to it. We seriously doubt that dismissal or suspension has a positive effect for good on the student suspended, but the threat of suspension motivates other students to higher accomplishments." - Casper College

"If by the abolishment of 'F' grades you mean not indicating failures on the transcript, but only those courses passed, there has been some consideration of this step by the faculty. However, in my opinion, the majority of the faculty believe that the elimination of 'F's' and academic dismissals would cause a deterioration of standards." - Colby Junior College

"Abolishment of 'F' grades and academic dismissal would be an evasion of our responsibility to prepare students for employment or transfer." - Middlesex County College

"Only one other institution in this immediate area has abolished 'F' grades, to be effective this fall. They are granting 'W's' for all 'D' and 'F' and Withdrawals. Some institutions have reacted negatively to the idea wanting to interpret any 'W's' as 'F'." - Kansas City Community Junior College

"We feel it will make it virtually impossible to really evaluate a transfer from an institution that has this policy. If the individual is artificially insulated from failure and its effects in academic life, he will be in for a shock in <u>real life</u>. I hate that term, but we are fast making it a valid one." - Grand View College

"Our policy is one of inclusion and not of exclusion. It is important, however, for a student not to waste his time in an area where he cannot realize success, therefore we try to counsel him into areas where his chances are better. Setting up artificial conditions within the classroom may not be the best thing for the student." - Butler Community College

"We do not favor it, however, we have made significant changes in our probation policy." - Cleveland State Community College

"I look at this with concern and dismay. I question the validity of a transcript on which this is done. Is it honest?" - Pensacola Junior College

"We will continue to grant failing grades and dismiss students who have no purpose in college and will not adapt themselves to college." - Cooke County Junior College

"The college is not now contemplating elimination of the 'F' grade or academic dismissal. We have relaxed the class report policy to the end that the GPA will be significantly affected by repeating a class for an improved grade." - Rochester State Junior College

III - CONCLUSION

This research project has yielded the following findings:

(1) Seventeen percent of all community-junior colleges included in the sample have abolished academic dismissal or failing grades or both.

(2) We are 95 percent confident that between 10 percent and 24 percent of all regionally accredited community-junior colleges in the nation have eliminated academic dismissal and/or failing grades.

(3) Forty-three percent of all community-junior colleges included in the sample have either (a) eliminated academic dismissal and/or "F" grades or (b) are considering this type of academic policy.

(4) We are 95 percent confident that between 33 percent and 53 percent of all regionally accredited community-junior colleges nationally have either (a) eliminated academic dismissal and/or failing grades or (b) are considering this policy.

(5) A significantly greater percentage of junior colleges in the Western states than in the Eastern states have eliminated academic dismissal and/or failing grades or are considering this option.

(6) Size does not appear to be a factor affecting an institution's decision (a) to either eliminate academic dismissal and/or failing grades or (b) to consider adoption of this policy.

APPENDIX

TABLE I

$$P \pm 1.96\,\sigma_p \sqrt{\frac{P \cdot Q}{n}}$$

$$.17 \pm 1.96 \sqrt{\frac{(.17)(.83)}{97}}$$

$$= .0967 \text{ (lower limit)}$$
$$.2433 \text{ (upper limit)}$$

TABLE II

$$P \pm 1.96\,\sigma_p \sqrt{\frac{P \cdot Q}{n}}$$

$$.43 \pm 1.96 \sqrt{\frac{(.43)(.57)}{97}}$$

$$= .3320 \text{ (lower limit)}$$
$$.5280 \text{ (upper limit)}$$

TABLE III

$$X^2 = \frac{n(|ad-bc| - \frac{n}{2})^2}{(a+b)(c+d)(b+d)(a+c)}$$

$$X^2 = \frac{97(|(17)(44)-(24)(12)| - \frac{97}{2})^2}{(41)(56)(68)(29)}$$

$$X^2 = 3.62$$

alpha level .05 = 3.84

alpha level .10 = 2.71 :o

3.62 = alpha level of .06